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ABSTRACT

This book presents results of a longitudinal study of the effects of whole language instruction on six first- and second-grade African-American students at risk of failure. The book has three levels of meaning: how teachers engage children in genuine literacy, how the process of engaging in a literate community increases learning, and how truly engaging each child was. The first section of the book discusses key elements that were studied and why the longitudinal study was undertaken, as well as descriptions of the classroom contexts, researcher perspectives, and the development of the teachers as whole language teachers. The next six sections include a thick description of the transactions observed in the classroom. Each of these six sections has a similar format--the child is profiled from the child's own perspective and from the perspectives of the classroom teacher and data sources for each of the next 3 years. The final section develops themes and recommendations. A description of data collection and analysis procedures, and a teacher and writer flowchart are attached. (RS)

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